R E P O R T  R E S U M E S

ED 018 180 JC 680 054

PROJECT SUMMER '67, AN EXPERIMENTAL PROGRAM FOR EDUCATIONALLY DISADVANTAGED YOUTH--AN EVALUATION.

BY- GOLD, BENJAMIN K.
LOS ANGELES CITY COLL., CALIF.

REPORT NUMBER LACC-RS-68-1 PUB DATE JAN 68
EDRS PRICE MF-$0.25 HC-$1.48 35P.

DESCRIPTORS- *JUNIOR COLLEGES, *DISADVANTAGED YOUTH, *BILINGUAL STUDENTS, *EXPERIMENTAL PROGRAMS, *TEACHER IMPROVEMENT, LOW ACHIEVERS, TEACHER WORKSHOPS, TEACHING ASSISTANTS, COLLEGE TEACHERS,

THE LOS ANGELES CITY JUNIOR COLLEGE DISTRICT CONDUCTED A 6-WEEK EXPERIMENT FOR THREE GROUPS OF UNDEREDUCATED YOUTH--(1) 50 WITH LOW HIGH SCHOOL GRADES, (2) 51 FROM BILINGUAL HOMES AND ALSO WITH LOW GRADES, AND (3) 51 ADMITTED TO COLLEGE BUT UNABLE TO MAINTAIN A C AVERAGE. AMONG THE PROGRAM'S 10 OBJECTIVES WERE (1) REFINING CERTAIN TEACHING PRACTICES DISCOVERED IN AN EARLIER PROJECT, (2) PROVIDING IN-SERVICE RETRAINING OF INSTRUCTORS, (3) TRAINING TEACHER AIDES TO USE THE EXPERIENCE IN THEIR HOME COMMUNITIES, (4) HELPING THE STUDENT BY EARLY DIAGNOSIS OF HIS WEAK POINTS, (5) FINDING JOBS SUITABLE FOR THOSE WITH LOW VERBAL SKILL, AND (6) IMPROVING THE STUDENT'S ATTITUDE AS WELL AS HIS SKILL. ALL THREE GROUPS ENROLLED IN TWO EXPERIMENTAL CLASSES, HAD TUTORIAL SESSIONS, AND ATTENDED CULTURAL EVENTS. GROUP I ALSO TOOK COURSES IN LANGUAGE AND INTRODUCTORY PSYCHOLOGY, GROUP II TOOK THE SAME IN A BILINGUAL CONTEXT, AND GROUP III TOOK THE PSYCHOLOGY COURSE AND ONE CALLED "MAN AND SOCIETY." IN PRE- AND POST-TESTS, ATTITUDES WERE MEASURED BY THE MEANING OF WORDS INVENTORY, WITH 15 OF THE 30 ITEMS SHOWING A POSITIVE CHANGE IN THE STUDENTS. ON READING TESTS, GROUP III SHOWED THE MOST IMPROVEMENT, GROUP I THE LEAST. GPA'S RANGED FROM 2.00 TO 2.89. AT THE END OF THE PROJECT, 126 (83 PERCENT) WERE STILL ENROLLED. ABOUT TWO-THIRDS OF EACH GROUP ENROLLED IN COLLEGE FOR THE FALL TERM. REPLIES TO A 40-ITEM QUESTIONNAIRE SHOWED FAVORABLE STUDENT OPINION OF THE PROJECT. (HH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

ERIC

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 5 1968

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

ED018180

LOS ANGELES CITY COLLEGE

# "PROJECT SUMMER '67, AN EXPERIMENTAL PROGRAM FOR EDUCATIONALLY DISADVANTAGED YOUTH: AN EVALUATION"

Research Study #68-1

Ben K. Gold
January, 1968
Research Office

## PREFACE

This report describes and partially evaluates a summer project of the Los Angeles City Junior College District, held on the campus of Los Angeles City College. The project was financed in part by Federal funds from the United States Office of Education.

The objectives of the project were several fold, as described in a later section. This report is concerned with objectives relating to student achievement and attitude. Other reports will discuss curriculum materials and instructional methodology.

TABLE OF CONTENTS


| | | PAGE |
|---|---|---|
| Preface | | i |
| I | Introduction | 1 |
| | A. Objective of the project | 1 |
| | B. Selection of students | 2 |
| | C. Outline of the program | 3 |
| II | Characteristics of Students | 7 |
| | A. Personal characteristics | 7 |
| | B. Academic aptitude | 8 |
| III | Behavioral Changes in Students | 12 |
| | A. Attitudes | 12 |
| | B. Reading and vocabulary levels | 16 |
| IV | Performance and Persistence Statistics | 20 |
| | A. Grade distributions | 20 |
| | B. Retention | 22 |
| | C. Fall enrollment | 22 |
| V | Student Opinions of Project | 26 |
| VI | Summary and Conclusions | 31 |

"PROJECT SUMMER '67, AN EXPERIMENTAL PROGRAM FOR EDUCATIONALLY DISADVANTAGED YOUTH: AN EVALUATION"

## I. INTRODUCTION

### A. Objectives of the project

With the support of the United States Office of Education, the Los Angeles City Junior College District conducted in the summer of 1967 a six week experimental program for educationally disadvantaged youth of the district. The program was designed for the following groups:

(1) Fifty culturally disadvantaged students whose high school records indicated a poor prognosis for success in college or who dropped out of high school because of academic failure.

(2) Fifty students from bilingual homes whose high school scholarship records indicated a poor prognosis for success in college or who dropped out of high school because of academic failure.

(3) Fifty students who entered one of the colleges in the district during the 1966-67 year in good standing but who did not maintain a satisfactory grade average and thus would have been forced to interrupt their education.

The objectives of the program, as stated in the prospectus for the project, were:

a. To expand, refine, test, and redirect the teaching methods and materials for culturally disadvantaged youth started in a prior project as a result of discoveries of instructors in the program and research studies which have been made.

b. To retrain selected junior college instructors from the six colleges in the district to the needs of culturally disadvantaged students using the in-service training aspects developed in the previous project.

c. To recruit, train, and develop a corps of able Teacher Assistants able to go back to their community to implement the program in their college and to later serve as leaders in encouraging the development of community programs and community agencies to work to solve this critical problem.

d. To develop a summer program which can be used as a laboratory for the refinement of teaching methods and materials with students who have disadvantages in one of the categories identified above.

e. To develop an Introduction to College session to enable students whose educational program has been stopped or interrupted because of failure or disadvantages, to identify their reasons for failure and find ways to overcome their disadvantages so they can return to college with a better chance for success.

f. To experiment with ways to diagnose and identify the educational or cultural disadvantage of low-achieving students so that their disability can be more effectively remedied.

g. To develop a basic 13th and 14th year graded curriculum which will benefit urban students with various educational or cultural disadvantages who will not transfer to a four-year college.

h. To develop curricula, teaching methods, and teaching materials which may be used by Teaching Assistants after a minimum of training to supplement the community educational resources.

i. To help teachers, counselors, industry, and students discover the vocational possibilities for youth with low verbal and writing aptitudes.

j. To develop methods and materials which will help students gain skills, attitudes, and knowledges they will need to earn a living and to understand and participate in our society.

B. Selection of students

Students were selected through the cooperation of personnel in the local colleges, high schools, and community agencies according to the following set of criteria:

<u>Culturally Disadvantaged</u>

1. High school performance indicates a poor likelihood for success in college work. (Where high school records are available, official placement in programs for the mentally deficient or mentally retarted would make the applicant ineligible).

2. There is evidence that the applicant has a culturally disadvantaged background (NOT bilingually disadvantaged -- see below).
3. The applicant had not been planning on attending college at this time.
4. The applicant is able and willing to meet the following minimum requirements of the program:
   a) participate in the program on campus between 8 and 3 pm daily and
   b) participate in off-campus activities one afternoon (after 3 pm) or evening per week and one Saturday during the six weeks session.
5. High school graduate OR 18 years of age at the beginning of the program, but in no case older than 21.

Bilingually Disadvantaged

1. High school performance indicates a poor likelihood for success in college work. (Where high school records are available, official placement in programs for the mentally deficient or mentally retarded would make the applicant ineligible).
2. There is evidence that the applicant comes from a bilingual background where a substantial amount of the communication within the family and with friends involved the use of a language other than English.
3. The applicant had not been planning on attending college at this time.
4. The applicant is able and willing to meet the following minimum requirements of the program:
   a) participate in the program on campus between 8 am and 3 pm daily and
   b) participate in off-campus activities one afternoon (after 3 pm) OR evening per week and one Saturday during the six week session.
5. The applicant was born and reared in the US (or his formal education since elementary school has taken place in schools within the US).
6. High school graduate OR 18 years of age at the beginning of the program, but in no case older than 21.

College Students subject to dismissal for academic reasons.

1. The applicant entered a junior college in regular status (unrestricted, non-probationary), as a "first time" college student in the Fall, 1966 semester.
2. The applicant achieved less than a C average during the Fall, 1966 semester.
3. The applicant's probability of achieving a C average during the Spring, 1967 semester appears to be unlikely in the opinion of the college counselor

4. The applicant is able and willing to meet the following minimum requirements of the program:
   a) participate in the program on campus between 8 am and 3 pm daily and
   b) participate in off-campus activities one afternoon (after 3 pm) OR evening perweek and one Saturday during the six week session
5. The applicant is under 22 years of age.

Final selection produced 151 students from the following high schools (Groups 1 and 2) and colleges (Group 3):

TABLE 1 - Sources of Students, Project S'67

| Culturally Disadvantaged (50) Group 1 | | Bilingual (51) (Group 2) | | College Disqualified (51) (Group 3) | |
|---|---|---|---|---|---|
| Washington | 9 | Lincoln | 10 | East Los Angeles | 11 |
| Fremont | 6 | Roosevelt | 9 | Los Angeles City College | 18 |
| Jefferson | 4 | San Fernando | 8 | Los Angeles Harbor | 7 |
| Bell Gardens | 4 | Belmont | 4 | Los Angeles Pierce | 2 |
| Manual Arts | 3 | Wilsond | 4 | Los Angeles Trade-Tech. | 3 |
| Roosevelt | 3 | Franklin | 3 | Los Angeles Valley | 6 |
| San Fernando | 3 | Polytechnic | 2 | Others | 4* |
| Jordan | 2 | Huntington Park | 2 | | |
| Huntington Park | 2 | Queen of Angels | 2 | | |
| Wilson | 2 | Banning | 1 | | |
| Sylmar | 2 | Bell | 1 | | |
| San Pedro | 2 | Bell Gardens | 1 | | |
| Banning | 1 | Monroe | 1 | | |
| Garfield | 1 | Washington | 1 | | |
| Monroe | 1 | Sylmar | 1 | | |
| Polytechnic | 1 | Mt. Carmel | 1 | | |
| Franklin | 1 | | | | |
| Burbank | 1 | | | | |
| Carson | 1 | | | | |
| Salesian | 1 | | | | |

* Four students did not previously attend college but were placed in this group upon staff recommendation. Two were from Huntington Park High School, one each from Jefferson and Jordan.

C. Outline of the Program

The 150 students' experiences in the program consisted of three major features:

(1) enrollment in two experimental classes
(2) small group and individual consultation with teacher assistants ("tutors")
(3) a series of community cultural events

The 50 culturally disadvantaged students (Group 1) were enrolled in the following courses:

The World of Words

Communications 20 - 3 units. Language and communication skills were developed in this course through reading, speaking, writing, and vocabulary study. Emphasis was placed upon acquiring knowledge of the manner in which words are used to influence our actions and the actions of others.

The World of the Individual

Psychology 30 - Introduction to Psychology - 3 units. In this course the student was provided an opportunity to develop an understanding of himself and to establish career goals. Teacher Assistants assisted him in establishing his individual identity and recognizing his inherent worth and capabilities. Learning and remembering, motivation and individual differences were studied with the object of helping the student to exercise self-discipline, to organize his time and actions, to make plans, and to maintain mental health. Reading and study skills were developed.

The 50 bilingual students (Group 2) were enrolled in the following courses:

The World of Words

Communications 20 - 3 units. The content of this course were similar to that offered for Group 1. However, the classroom activities and teaching methods were planned for students from bilingual homes.

The World of the Individual

Psychology 30 - 3 units. The content of this course was similar to that offered for Group 1. Again however, the classroom activities and teaching methods were planned for students from bilingual homes.

The 50 students who entered college in good standing (Group 3), but were unable to maintain a "C" average were enrolled in the following courses:

The World of the Individual

Psychology 30 - 3 units. The content of this course was similar to that offered for Group 1. However, emphasis was placed upon helping the student to understand his own strengths and weaknesses, to cope with frustration and limitations, and to have a healthy concern for maintenance of physical and mental health. Classroom activities and teaching methods were planned for the underachieving student.

Man and Society

Humanities 31 - 3 units. In this course a study was made of the systems people have for living together, the effect of the mass on the individual, the influence on man of art, music, literature and ideas, and changes taking place in out culture. Emphasis was placed upon helping the student to understand social, cultural, economic, and human relationships confronting an individual in contemporary society.

During the 1966-67 academic year, an experimental program was conducted at Los Angeles City College in which academically able students enrolled at the college worked on a volunteer basis with culturally disadvantaged students to assist them in learning English. There appeared to be significant gains in the students' ability to master the subject when this type of assistance was provided. This experiment was continued in Project Summer '67 by assigning 30 such students to work with the 150 students and 6 teachers. These Teacher Assistants were selected from academically able older youths from one of the district colleges, from one of the surrounding four-year colleges, or were recruited from the community.

In addition to classroom, small group, and individual activities designed to increase "academic" knowledge and competence, students were provided "cultural" enrichment in the form of weekly trips to

community places of interest. Places visited included the Music Center, Hollywood Bowl, Knott's Berry Farm, Hancock Park, St. Sophia, Huntington Library, and the Los Angeles Civic Center.

## II. CHARACTERISTICS OF STUDENTS

### A. Personal Characteristics

To ascertain personal characteristics of the students which might have relevance to the program objectives, a sixty-eight item questionnaire was administered and the results tabulated. 149 students completed the questionnaire. Following is a summary digest of the information obtained.

Students' ages ranged from 16 to 24 with a median age of 18. 55% of the students were male, 98% unmarried. Three fourths of them had lived in Los Angeles for ten years or more, 93% with parents. Almost one third stated that there parents were separated or divorced. Over 80% of father's occupations were listed in unskilled, semi-skilled or skilled worker category. 70% of the students indicated that at some time in their life their mothers had worked, with one third of these stating they had worked all their (the students) lives. Median estimated gross family income for 1966 was about $6,500. Although less than 5% of the students' parents graduated from college, 80% of the students reported that it was "quite" or a "very" important to the parents that the student graduate. Religious preferences of the students were 52% Catholic, 22% Protestant, 3% Jewish, with the remainder indicating "other" or "no preference."

Most of the students claimed to have decided on a major field of study, with the decision being made within the past two years, and having been made primarily by the student himself with little outside influence. Most of them admitted to considerable difficulty in arriving at this decision, and were considering two or three alternatives. Most parents approve of their decision, which for over half of them will require at least four years of college. 95% of the students graduated from high school. Over two thirds have attended only one high school, usually a large public, coeducational, integrated school. Half of the students didn't know their rank (academically) at graduation. Of the half who did, most thought they were at least in the top half. Most felt high school prepared them well for college. When asked about particular subjects, students showed a variety of responses, some contradictory, although one clear response was that the most disliked subject was mathematics.

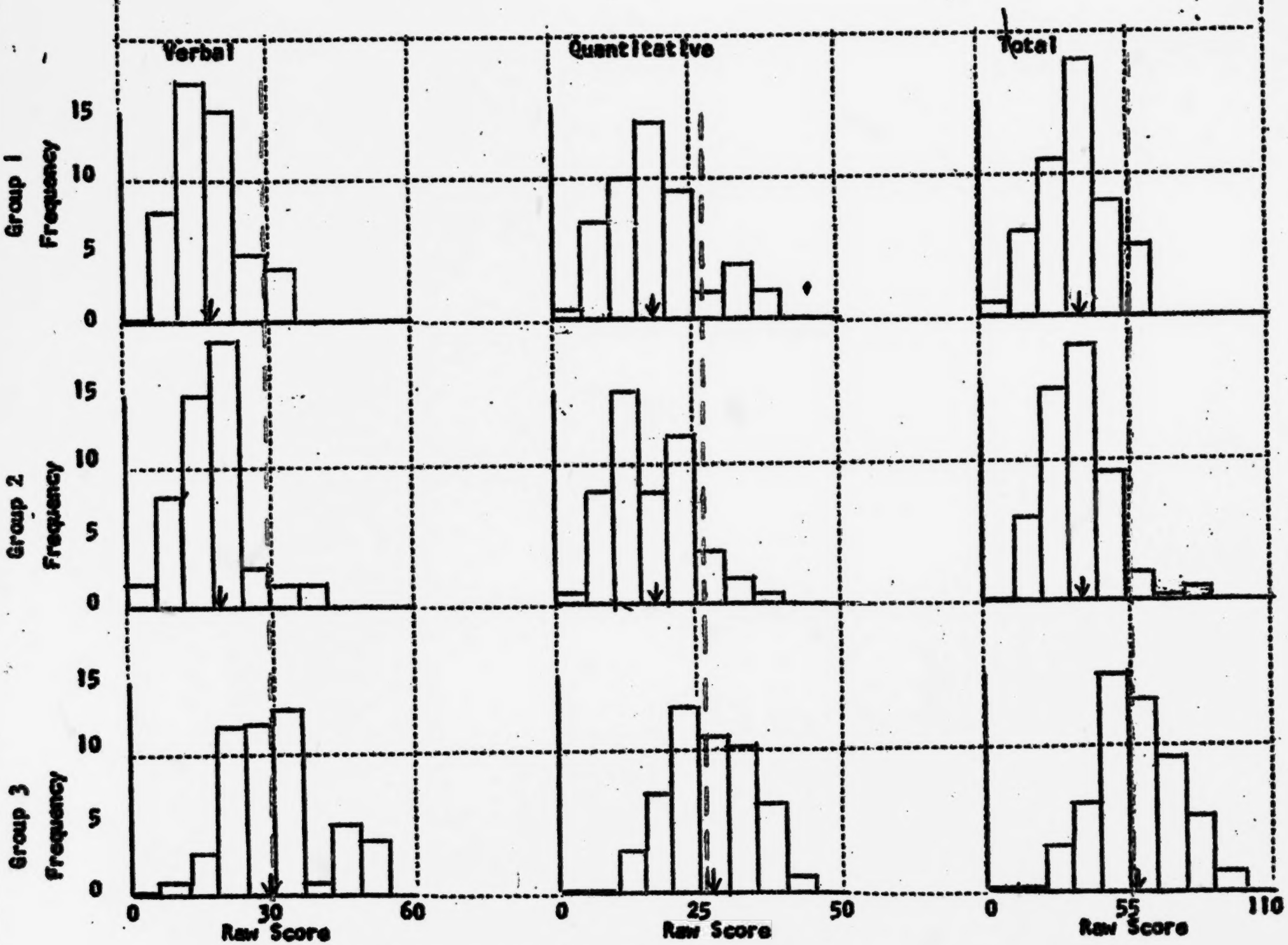
B. Academic Aptitude

Academic aptitude was measured by means of the School and College Ability Test (SCAT, Form 1A), the instrument used as the Los Angeles City College entrance examination. In addition, the Science and Research Associates Non-verbal aptitude test was administered. Figures 1 and 2 indicate the distribution of scores on these tests.

On the SCAT test Groups 1 and 2 performed at about the same level. Mean scores for these groups for Verbal, Quantitative, and Total score all lie between the tenth and fifteenth percentiles on national college freshman norms. The distribution for Group 3 closely parallels that for all LACC entrants in Fall 1967, averaging at the 40th, 30th, and 32nd percentiles for verbal, quantitative, and total score, respectively.

On the SRA non-verbal test, Group 3 again performed at a higher level than the other two groups, but Group 2 performance exceeded that of Group 1 on this measure. When compared to norms for 17 year olds and older, furnished by the test publishers, Group 3 averaged at the 77th percentile, Group 2 at the 66th percentile, and Group 1 at the 43rd percentile.

Figure 1. Distribution of SCAT Scores, Project Summer '67




Small arrows indicate mean score for group
LACC average indicated by red dashed lines

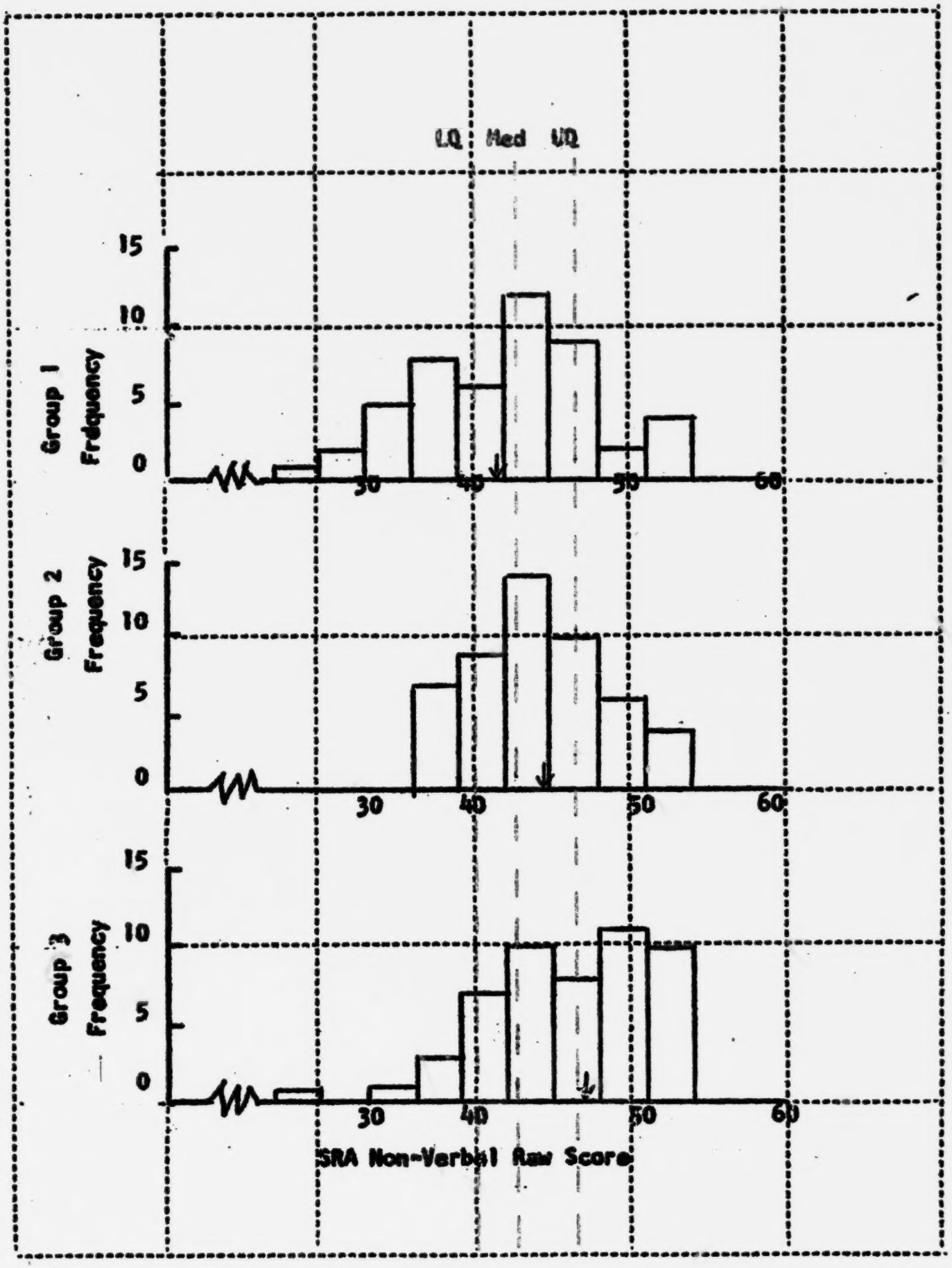



Figure 2 - Distribution of SRA Non-Verbal Scores, Project S '67

Small arrows indicate mean score for group
Green dashed lines indicate Lower Quartile, Median, Upper Quartile for Norm group of age 17 or over

## III. BEHAVIORAL CHANGES IN STUDENTS

### A. Attitudes

In order to measure attitudinal changes, as related to objective (j) (Sec. IA), the "Meaning of Words Inventory" (MOWI), developed by Professor Newton Metfessel of the University of Southern California, was administered at the beginning and end of the project. The tests were scored and analyzed by Dr. Metfessel. Following are excerpts from the Interpretive Guide for the MOWI.

> "The MOWI is...an objective method for measuring quantitatively, and in a relatively short period of time, the perceived meanings individuals have of significant concepts known to be related to achievement...
>
> The MOWI is an adaptation of the Semantic Differential... a combination of controlled association and scaling procedures. By controlled association is meant that the individual is presented with a prescribed set of bipolar adjectival scales on which to judge a group of selected concepts. The scaling procedures consist of the number of steps per scale and the method of determining placement of each scale rating.
>
> Through the method of factor analysis Osgood et al found that the polar adjective scales represented the major dimensions along which semantic meanings...may vary...Three dimensions or factors have emerged...The "evaluative" factor can be considered as the attitudinal variable in human thinking... The "potency" factor...is related to power and other attributes associated with it... The third factor, "activity", relates to quickness, excitement, warmth, agitation...
>
> The inventory contains 30 concepts selected on the basis of research findings... There are nine scales, three for each factor... The 30 concepts were orginally validated against a theoretical model to represent ten major critical factor areas found to be concerned with the achievement motivation complex...
>
> The following is a breakdown of the concepts in each of the ten major areas:

1. Associations
   Teachers, Ideal Teacher, Students Who Get Good Grades, Students Who Get Poor Grades

2. Social Relationships
   Classmates, My Best Friends, Older Kids
3. Adult Approval
   Grownups, Parents, Ideal Parents, Most People
4. Moral and Social Values
   Trying Hard, Cheating
5. Perceived Utility of School Experience
   Homework, Arithmetic, Taking Tests, School, Reading, Studying
6. Success Patterns
   First Grade, My Grades, Rich People, Poor People
7. Authority Relationships
   Rules, Discipline
8. Goal Direction
   College, Success, Future
9. Self-Concept
   How My Class Sees Me, Me, My School Ability, How I'd Like to Be
10. Spontaneous Interest
    Clubs and Organizations

The Thirty concepts were differentiated against nine poler adjective scales representing the three major factors of evaluation, potency, an and activity. The scales used for the evaluative factor were fair-unfair, pleasant-unpleasant, and sweet-sour. The potency factor was represented by the scales strong-weak, large-small, and heavy-light. The scales active-passive, sharp-dull, and fast-slow represented the activity factor."

In analyzing the data, pre-test and post-test means were calculated for each of the 270 items. Table 2 summarizes the attidudinal changes found in the analysis.

TABLE 2 - Project S'67

L.A.C.C. EVALUATION
SUMMARY OF ATTITUDINAL CHANGES

| Concept | Area and Number of Changes | | | Direction of Changes |
|---|---|---|---|---|
| | Evaluative | Potency | Activity | |
| 1. Success | two | one | none | Positive |
| 2. Rules | one | none | none | Negative |
| 3. Most People | one | none | none | Positive |
| 4. Home work | none | none | none | ..... |
| 5. Students Who Get Good Grades | none | one | none | Positive |
| 6. Discipline | one | one | none | Positive |
| 7. My Future | none | one | none | Positive |
| 8. Arithmetic | one | none | none | Positive* |
| 9. Taking Tests | none | one | one | Positive |
| 10. School | none | none | one | Positive |
| 11. College | two | two | two | Positive* |
| 12. How My Class Mates See Me | none | none | none | ..... |
| 13. Grown-ups | none | none | none | ..... |
| 14. Clubs and Organizations | none | one | none | Positive |
| 15. Poor People | none | two | none | Negative |
| 16. First Grade | none | none | none | ..... |
| 17. My Grades | none | none | none | ..... |
| 18. Rich People | none | one | none | Positive |
| 19. People Who Work Very Hard | none | one | none | Positive |

* Changes occurred at the 1 percent level of confidence.
All others were at the 5 percent level.

TABLE 2 (continued)

| Concept | Area and Number Changes | | | Direction of Changes |
|---|---|---|---|---|
| | Evaluative | Potency | Activity | |
| 10. Ideal Teacher | none | none | none | ..... |
| 11. The Person I Would Like to Be | none | one | none | Positive |
| 12. Studying | none | none | none | ..... |
| 13. Teachers | none | none | none | ..... |
| 14. Me | none | none | none | ..... |
| 15. My Best Friends | none | one | none | Positive |
| 16. Reading | none | one | none | Positive |
| 17. My School Ability | none | none | none | ..... |
| 18. Older Kids | none | none | none | ..... |
| 19. Students Who Get Poor Grades | none | none | none | ..... |
| 20. Ideal Parents | none | none | none | ..... |
| T O T A L | eight | fifteen | four | 2 Negative<br>15 Positive |

Quoting from the Metfessel report:

> "As may be seen by Table 2, fifteen positive and two negative changes in attitude occurred from pre to post test. Utilizing the Sign Test (Siegel, S., Nonparametric Statistics, 1956) this difference is significant at the .001 level of confidence.
>
> Consequently, it may be concluded, the program did result in favorable attitudinal changes as related to the stated objective."

B. Reading and Vocabulary Levels

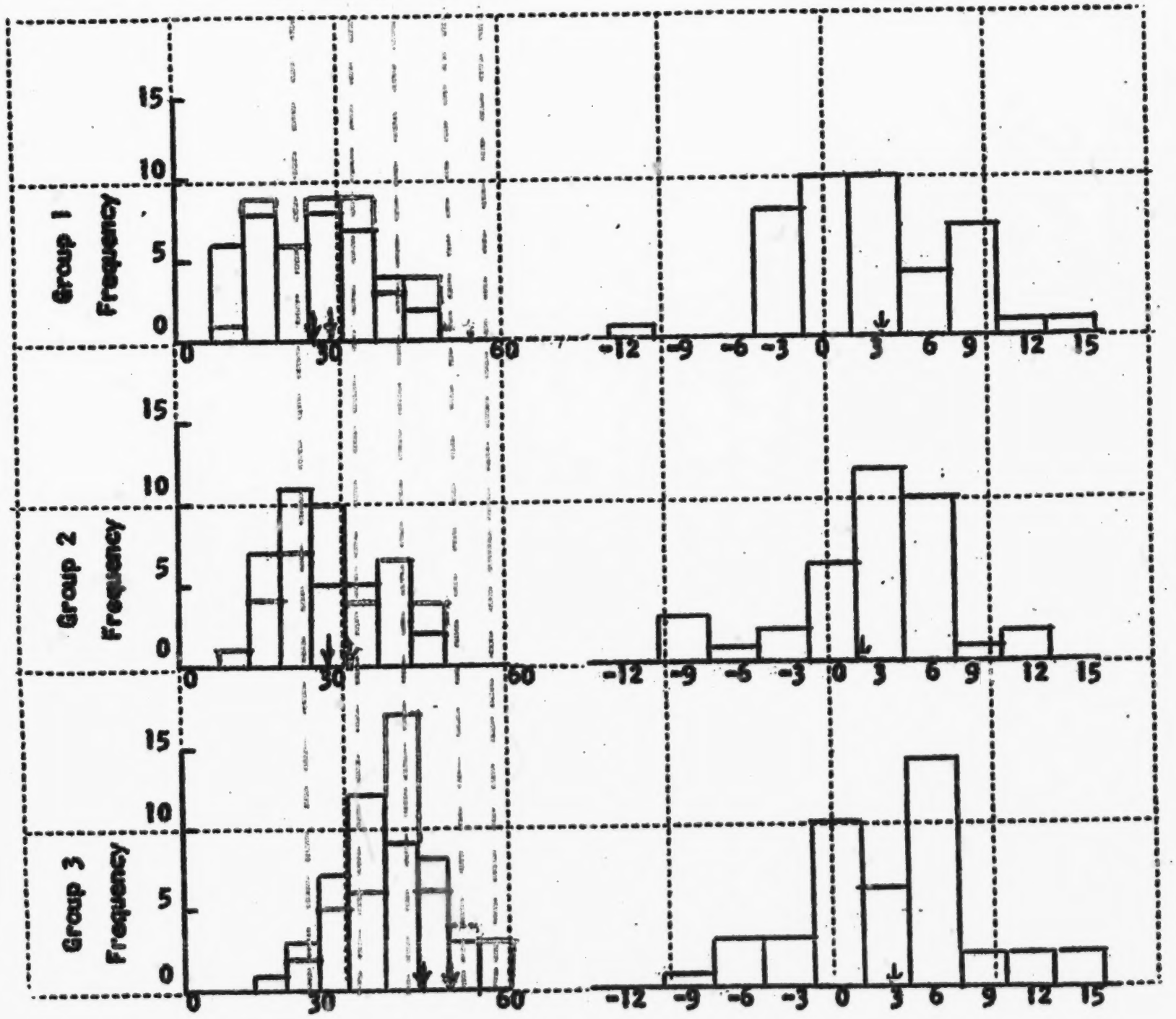
In order to measure changes in reading and vocabulary levels, two instruments were administered at the beginning and end of the session. Instruments used were the California Reading Test, Reading Vocabulary Section, and the SRA Reading for Understanding Placement Test.

Figure 3 indicates distributions of raw scores and the distribution of difference scores for the CRT Reading Vocabulary pre-test and post-test, and Table 3 indicates pertinent statistics. Although none of the three differences in mean scores is statistically significant, all three groups averaged higher on the post-test than the pre-test, with Group 3 showing the most gain and Group 1 showing the least.

Figure 4 presents distributions of raw scores* for the Reading For Understanding Placement Test. Group 1 averaged the same score on both pre-test and post-test, while the other two groups showed a slight but not statistically significant improvement. Table 4 indicates pertinent statistics.

* score used is number correct on items 51-100

**FIGURE 3** - Project S'67 Performance on CRT Reading Vocabulary



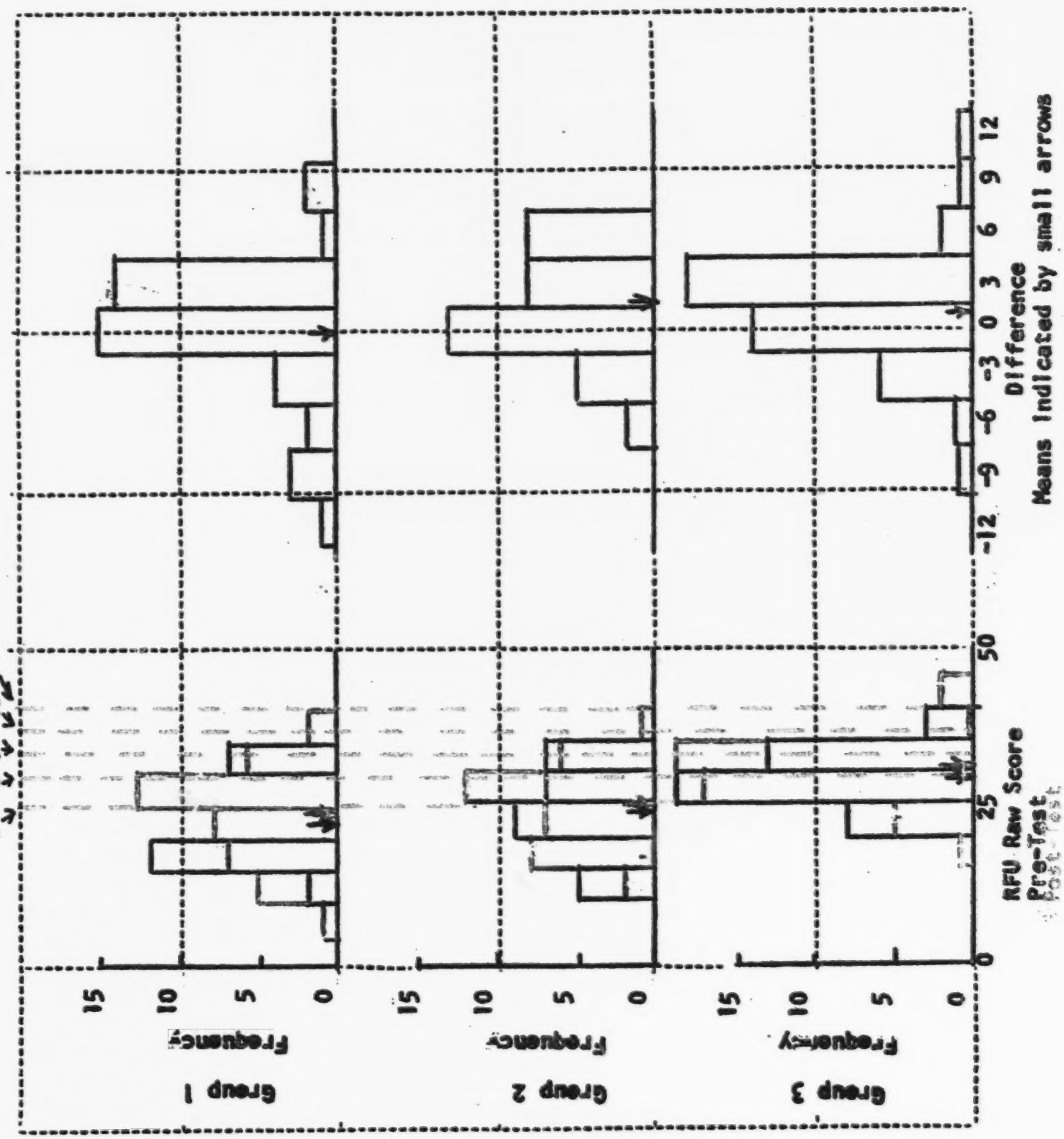



**Figure 4** - Project S'67 Performance on RFU Placement Test

TABLE 3 - Project S'67: Mean Scores on CRT Reading Vocabulary

| GROUP | | No. | Mean | Stand. Deviation | Diff. | "t" | Sig. |
|---|---|---|---|---|---|---|---|
| Group 1 | Pre-test | 42 | 25.3 | 11.1 | + 3.3 | 1.44 | No |
| | Post-test | 42 | 28.6 | 9.9 | | | |
| Group 2 | Pre-test | 37 | 27.5 | 9.4 | + 1.9 | 0.86 | No |
| | Post-test | 37 | 29.4 | 9.7 | | | |
| Group 3 | Pre-test | 43 | 36.0 | 8.6 | + 3.6 | 1.92 | No |
| | Post-test | 43 | 39.6 | 8.8 | | | |

TABLE 4 - Project '67: Mean Scores on RFU Reading Placement

| GROUP | | No. | Mean | Stand. Deviation | Diff. | "t" | Sig. |
|---|---|---|---|---|---|---|---|
| Group 1 | Pre-test | 42 | 24.3 | 5.8 | 0 | 0 | No |
| | Post-test | 42 | 24.3 | 7.2 | | | |
| Group 2 | Pre-test | 36 | 23.4 | 6.6 | + 1.7 | 1.13 | No |
| | Post-test | 36 | 25.1 | 6.1 | | | |
| Group 3 | Pre-test | 44 | 29.0 | 4.5 | + 1.0 | 1.03 | No |
| | Post-test | 44 | 30.0 | 4.6 | | | |

## IV. PERFORMANCE AND PERSISTENCE STATISTICS

### A. Grade Distributions

As reported earlier in this study, each student was enrolled in two courses, the nature of the courses depending upon the group. Table 5 indicates distribution of grades given in each of the six courses.

TABLE 5 - Grade Distributions, Project S'67 (withdrawals not included)

| | | A | | B | | C | | D | | E | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | No | % | No | % | No | % | No | % | No | % | Total | GPA |
| Group 1 | Communications 20 | 1 | 2% | 11 | 26% | 18 | 44% | 11 | 26% | 1 | 2% | 42 | 2.00 |
| | Psychology 30 | 5 | 13% | 5 | 13% | 26 | 62% | 4 | 10% | 1 | 2% | 41 | 2.22 |
| Group 2 | Communications 20 | 0 | 0% | 13 | 36% | 19 | 50% | 6 | 16% | 0 | 0% | 38 | 2.18 |
| | Psychology 30 | 2 | 5% | 19 | 50% | 16 | 42% | 1 | 3% | 0 | 0% | 38 | 2.58 |
| Group 3 | Humanities 31 | 2 | 4% | 10 | 22% | 26 | 57% | 7 | 15% | 1 | 2% | 46 | 2.11 |
| | Psychology 30 | 10 | 22% | 21 | 46% | 15 | 32% | 0 | 0% | 0 | 0% | 46 | 2.89 |
| Total | Communications 20 | 1 | 1% | 24 | 30% | 37 | 47% | 17 | 21% | 1 | 1% | 80 | 2.09 |
| Total | Psychology 30 | 17 | 14% | 45 | 36% | 57 | 45% | 5 | 4% | 1 | 1% | 125 | 2.58 |
| Total | Humanities 31 | 2 | 4% | 10 | 22% | 26 | 57% | 7 | 15% | 1 | 2% | 46 | 2.11 |
| GRAND TOTAL | | 20 | 8% | 79 | 32% | 120 | 47% | 29 | 12% | 3 | 1% | 251 | 2.34 |

Table 6 gives the distribution of grades earned by students in each of their two courses indicating the number obtaining identical grades (e.g., AA, BB), grades differing by one (e.g., AB, BC), and grades differing by two (e.g., AC, BD).

Table 6 - Distribution of Grades in Two Courses

| | | Group 1 | Group 2 | Group 3 | Total |
|---|---|---|---|---|---|
| Identical Grades | AA | 1 | 0 | 1 | 2 |
| | BB | 3 | 10 | 4 | 17 |
| | CC | 15 | 10 | 9 | 34 |
| | DD | 4 | 1 | 0 | 5 |
| | FF | 1 | 0 | 0 | 1 |
| | Total | 24 | 21 | 14 | 59 |
| Grades Differing by one | AB | 4 | 2 | 5 | 11 |
| | BC | 6 | 10 | 14 | 30 |
| | CD | 7 | 5 | 3 | 15 |
| | DF | 0 | 0 | 0 | 0 |
| | Total | 17 | 17 | 22 | 56 |
| Grades Differing by two | AC | 0 | 0 | 4 | 4 |
| | BD | 0 | 0 | 5 | 5 |
| | CF | 0 | 0 | 1 | 1 |
| | Total | 0 | 0 | 10 | 10 |
| | Grand Total | 41 | 38 | 46 | 125 |

A greater disparity in grading occured in Group 3 than in either of the other two groups. Ten instances of grades differing by two occurred, all in Group 3. In each case the higher grade was in Psychology, the lower in Mathematics.

B. Retention

Table 7 below indicates persistence statistics: original enrollment, enrollment at the halfway point, and enrollment at the end of the Project.

Table 7 - Enrollment Statistics, Project S'67

| | Original Enrollment | End of 3rd Week Enrollment | End of Project Enrollment |
|---|---|---|---|
| Group 1 | 50 (100% | 47 (94%) | 42 (84%) |
| Group 2 | 51 (100%) | 42 (82%) | 38 (74%) |
| Group 3 | 51 (100%) | 49 (96%) | 46 (90%) |
| T O T A L | 152 (100%) | 138 (91%) | 126 (83%) |

C. Fall Enrollment

During the last week of the project, students were asked to state their intentions about attending college during the Fall, 1967 semester. In November 1967, students were mailed a postcard which they were requested to return indicating their enrollment status. A second postcard was mailed 2 weeks later to those not responding. 93 (74%) of the 126 students responded. Table 8 summarizes the findings of this postcard survey.

Four of five students carried out their stated plans. All seven colleges registered Project '67 students in Fall, 1967, with L.A.C.C. accounting for about one third of the registrants from Groups 1 and 3 and East L.A. accounting for about one third of those from Group 2.

C. Fall Enrollment (continued)

The remainder were distributed among the remaining colleges. Apparently about two thirds of those completing the Project for each of the three groups enrolled in a Los Angeles college for the Fall, 1967 semester.

## Table 8 - Fall '67 College Enrollment of Project S'67 Students (Postcard follow-up, December 1967)

| Stated Intention / Enrolled Fall 1967 | East LA | | | | LACC | | | | Harbor | | | | Pierce | | | | So. West | | | | Trade-Tech. | | | | Valley | | | | Will not attend Col. | | | | Not Stated | | | | Total | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Group 1 | 2 | 3 | All | Group 1 | 2 | 3 | All | Group 1 | 2 | 3 | All | Group 1 | 2 | 3 | All | Group 1 | 2 | 3 | All | Group 1 | 2 | 3 | All | Group 1 | 2 | 3 | All | Group 1 | 2 | 3 | All | Group 1 | 2 | 3 | All | Group 1 | 2 | 3 | All |
| East LA | 2 | 10 | 2 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | | | 1 | 3 | 10 | 2 | 15 |
| LACC | | | | | 9 | 3 | 12 | 24 | | | | | | | | | | | | | 1 | 1 | | 2 | | | | | | | | | | | | | 10 | 4 | 12 | 26 |
| Harbor | | | | | | | | | 3 | | 3 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | 3 | 0 | 4 | 7 |
| Pierce | | | | | | | | | | | | | 1 | | 3 | 4 | | | | | | | | | | | | | | | | | | | | | 1 | 3 | 0 | 4 |
| So. West | | | | | | | | | 1 | | | | | | | | 2 | | | | | | | | | | | | | | | | | | | | 4 | 0 | 0 | 4 |
| Trade-Tech | | | | | | | | | | | | | | | | | | | | | 2 | 1 | 1 | 4 | | | | | | | | | | | | | 2 | 1 | 1 | 4 |
| Valley | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 1 | 5 | 8 | | | | | 1 | | | 1 | 2 | 1 | 6 | 9 |
| Not in College | 1 | | 1 | 2 | 1 | 3 | 2 | 6 | | | | | | | | | | | | | 1 | 1 | 1 | 2 | | 3 | 1 | 4 | 3 | 3 | 1 | 7 | | | | 1 | 6 | 10 | 6 | 22 |
| No Response | 3 | 4 | 3 | 10 | 3 | 2 | 6 | 12 | | 1 | | 1 | 1 | | 1 | 2 | | | | | | 1 | 1 | 2 | | 1 | | 1 | 2 | 1 | 3 | 6 | | | | | 9 | 9 | 15 | 33 |
| Total | 6 | 14 | 6 | 26 | 13 | 8 | 20 | 41 | 4 | 0 | 4 | 8 | 2 | 3 | 1 | 6 | 2 | 0 | 0 | 2 | 3 | 4 | 3 | 10 | 2 | 5 | 6 | 13 | 5 | 4 | 4 | 13 | 3 | 0 | 2 | 5 | 40 | 38 | 46 | 124 |

One student enrolled at Compton College
One student enrolled at a private college

## V. STUDENT OPINIONS OF PROJECT

To obtain some evidence of student reaction to the program, an evaluation checksheet consisting of 40 items to be rated on a 5 point scale (disagree strongly [-2], disagree [-1], no opinion [0], agree [+1], strongly agree [+2]), was administered to students during the final week of the project. A total of 128 students, 40 from Group 1, 34 from Group 2, and 43 from Group 3 anonymously completed the instrument. Eleven of those completing the questionnaire neglected to indicate their group and were not included in the table described below.

Table 9 indicates the mean response for each of three groups and for the total, coded as follows:

Group 1 (Culturally Disadvantaged) ---------- red C

Group 2 (Bilingually Disadvantaged) ---------- red B

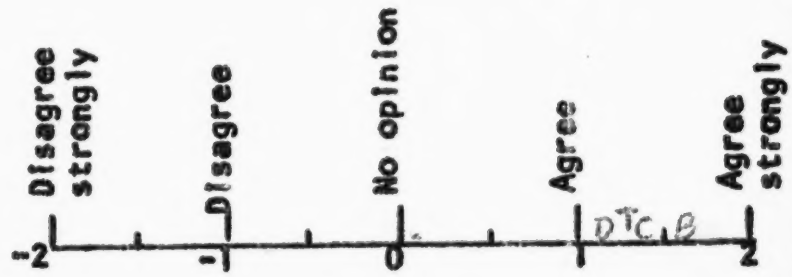
Group 3 (College Disqualified) ---------- red D

Total Group ---------- green T

TABLE 9 - Summary of Evaluation Checksheet Responses

Position of letter of scale at right indicates average response of group.

C: culturally disadvantaged
B: bibingually disadvantaged
D: college disqualified
T: total group

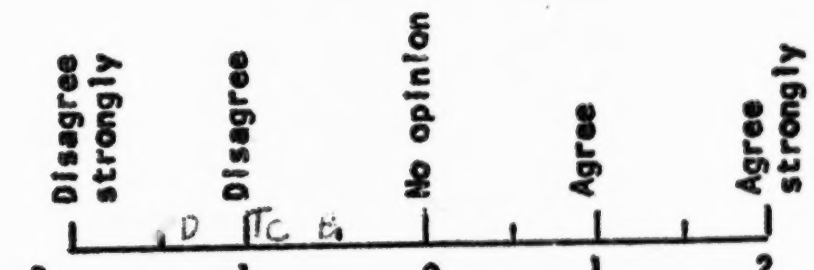



1. Attending Project '67 was a wonderful experience. — D T C B
2. The teachers this summer were great. — D T C B
3. I found college to be quite different from high school. — D T C B
4. The group counseling sessions were very helpful. — D T B C
5. Being together in our own building was one of the strong features of the program. — D T B C
6. I would strongly advise other students like me to attend a program like this. — D C T B
7. In general, I thought the off-campus trips were a waste of time. — B C T D
8. My teacher-aide (tutor) was a big help to me. — B T D C
9. I thought the people who planned the program did a fine job. — D T B C
10. I feel that I have done considerable "growing up" this summer. — D T B C
11. I feel my reading has improved a lot this summer. — C B T D
12. This summer has convinced me that I should continue in college. — C T B D
13. Transportation getting to and from LACC was a big problem. — D C T B

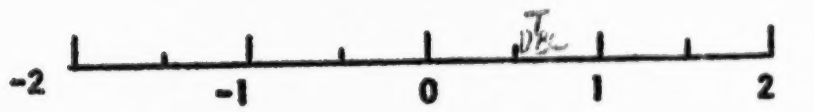
Disagree strongly | Disagree | No opinion | Agree | Agree strongly

-2 -1 0 1 2

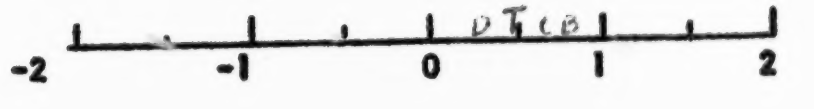
. Before I came to this program, I had no intention of going to college.



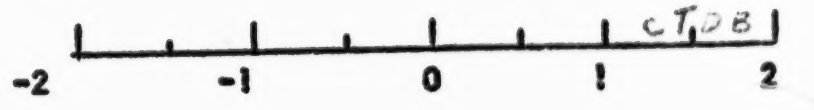

. I think I understand myself a little better now.



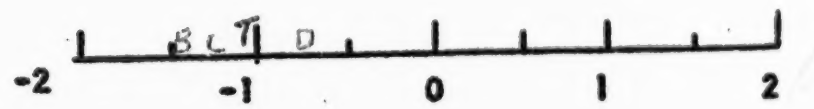

. The students in this program worked very hard.



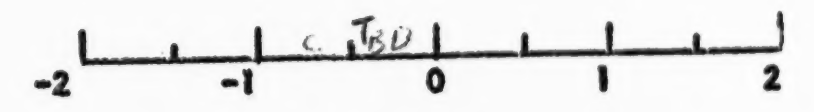

. I think I was very lucky to have been able to be in the program.



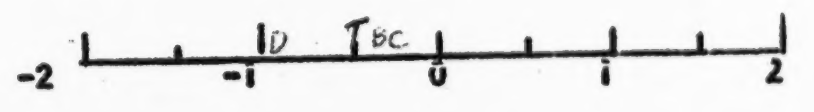

. My parents think this summer program didn't do anything for me.



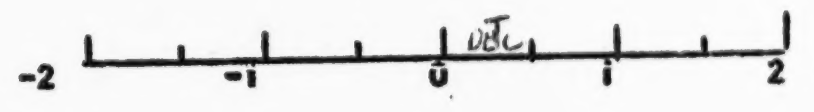

. I think we should have been mixed in with other students, rathern than in a building by ourselves.




. I learned a lot this summer about the types of jobs that are available.

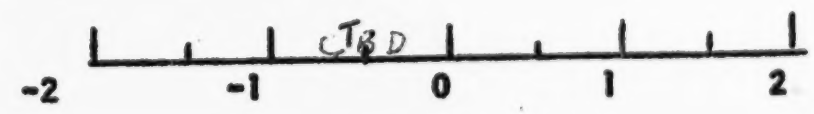



. I can speak in front of people with more confidence now.

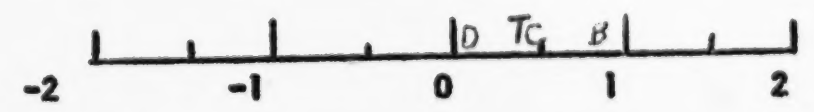



. The textbooks we used this summer were too hard to read.

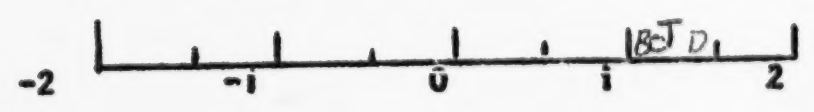
. I still don't have any idea of what type of work will be best for me.

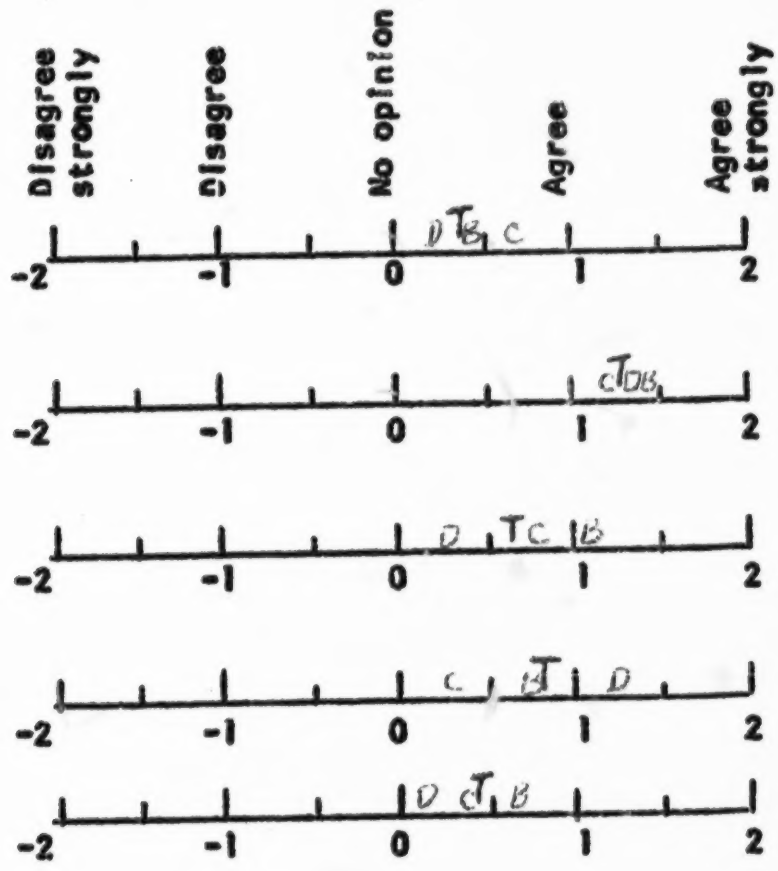



. I think I will be a better citizen for having LACC this summer.




. The trip to the Music Center was worthwhile.






6. The trip to Hancock Park was worthwhile.

7. The trip to the Hollywood Bowl was worthwhile.

8. The trip to the L.A. Civic Center was worthwhile.

9. The trip to St. Sophia was worthwhile.

10. The trip to the Huntington Library was worthwhile.

11. More individual talks with a counselor would have been helpful.

12. I really didn't learn very much during the program.

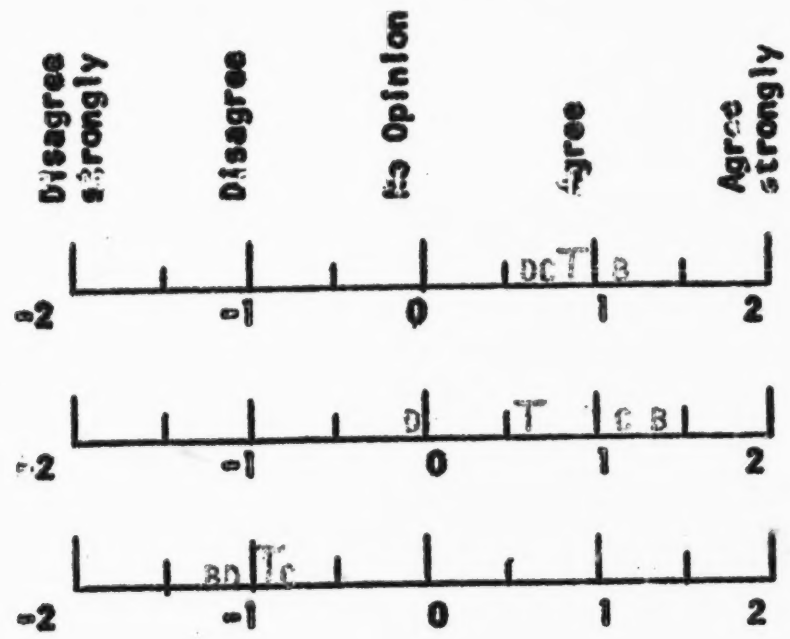
13. I found I was expected to do more for myself at LACC than in high school.

14. I would like to have had more time with my teacher-aide (tutor).

15. My study habits improved a great deal this summer.

16. I would have preferred more off-campus activities.

17. The students in the program were quite friendly.




38. I worked hard this summer and did my best.

39. The program was administered very smoothly and efficiently.

40. If I had it to do over, I would have done something else this summer.

After checking the 40 items, students were invited to "make any comments which might be helpful to us in planning future programs."

Two thirds of these students made written comments, distributed as follows:

| | Number Responding | Number Writing Comments | |
|---|---|---|---|
| Group 1 | 40 | 24 | (60%) |
| Group 2 | 34 | 19 | (56%) |
| Group 3 | 43 | 34 | (79%) |
| T O T A L | 117 | 77 | (66%) |

The following Table 10 is an attempt to summarize these comments.

Table 10 - Summary of Student Comments, Project S'67

| Type of Comment | | Number making comment | | | |
|---|---|---|---|---|---|
| | | Group 1 | Group 2 | Group 3 | Total |
| General program: | favorable | 3 | 7 | 12 | 22 |
| | unfavorable | 0 | 0 | 2 | 2 |
| Teacher-aides: (Tutors) | favorable | 3 | 2 | 3 | 8 |
| | unfavorable | 2 | 1 | 2 | 5 |
| | needed more time | 3 | 0 | 1 | 4 |
| | attendance should be regular | 2 | 0 | 0 | 2 |
| | attendance should be optional | 1 | 0 | 0 | 1 |
| | groups should be smaller | 1 | 0 | 0 | 1 |
| Teachers: | favorable | 2 | 2 | 0 | 4 |
| | unfavorable | 2 | 3 | 2 | 7 |
| Schedule: | day too long | 2 | 0 | 4 | 6 |
| | should have more homework | 1 | 0 | 5 | 6 |
| | have more field trips | 2 | 0 | 0 | 2 |
| Curriculum: | classes not adequate | 1 | 2 | 3 | 6 |
| | have 4 classes instead of 2 | 1 | 0 | 0 | 1 |
| | let student choose | 0 | 0 | 1 | 1 |
| Administration: | treatment too juvenile | 2 | 1 | 4 | 7 |
| | too much like high school | 0 | 1 | 5 | 6 |
| | should be more strict | 0 | 1 | 3 | 4 |
| | don't mix high school & college students | 0 | 0 | 2 | 2 |
| | do mix high school & college students | 0 | 0 | 1 | 1 |
| | rooms too hot | 0 | 0 | 1 | 1 |
| | poorly organized | 0 | 0 | 2 | 2 |
| | need more individual counseling | 1 | 1 | 2 | 4 |
| Miscellaneous: | improved study habits | 2 | 0 | 0 | 2 |
| | should be with regular college students | 1 | 0 | 0 | 1 |
| | should be a full semester | 0 | 1 | 0 | 1 |
| | have more campus activities | 1 | 0 | 0 | 1 |

## VI. SUMMARY AND CONCLUSIONS

This study describes and evaluates some areas of an experimental program for 150 educationally disadvantaged youths of the Los Angeles City Junior College district, held in the summer of 1967 on the campus of Los Angeles City College. Three groups of fifty students were involved: (1) culturally disadvantaged, (2) bilingually disadvantaged, and (3) college disqualified. This report is limited to considerations of student attributes and changes in those attributes during the program. Other reports will discuss curriculum materials, teaching methodology, and related topics.

Students in Groups 1 and 2 were selected from twenty-four local high schools. Students in Group 3 were selected from all six Los Angeles city junior colleges. About half of each group were male. Most of the students were long-time Los Angeles residents, with family and background characteristics similar to those found in other studies of disadvantaged students (e.g., L.A.C.C. Research Study #64-15).

Performance on the SCAT test by Group 3 students was about equivalent to that of all entering LACC students, while the performance of Groups 1 and 2 was considerably lower. Group 2 showed a much higher aptitude level when measured by a non-verbal test. Group 1 performance on this test was only slightly higher.

A measure of attitudes relating to achievement devised by Professor Newton Metfessel of the University of Southern California was administered to the entire group at the beginning and again at the end of the project. Dr. Metfessel found that "the program did result in favorable attitudinal changes as related to the stated objective."

Reading and vocabulary levels for the three groups were measured at the beginning and again at the end of the program. The vocabulary measure

Summary and Conclusions (continued)

indicated proficiency at about the tenth grade level for Groups 1 and 2, and twelfth grade level for Group 3. All three groups improved slightly but not significantly by the end of the project. On the reading measure, Groups 1 and 2 averaged at about the tenth percentile when compared with LACC Psychology 1 students, Group 3 at the 25th percentile. Again, improvement at the end of the project was positive but small.

Students persisted at a high rate throughout the project. Percent of those starting who completed the program was 84% for Group 1, 74% for Group 2, and 90% for Group 3. Grading patterns in the courses showed considerable variation. Overall average grade point average was 2.34, considerably above the overall LACC average. About two-thirds of each group enrolled in a Los Angeles college for the Fall, 1967 semester.

Student reaction to the program was generally quite favorable. More criticism came from Group 3 participants than others, probably reflecting the fact that members of this group had college experience prior to the program. Students responded favorably to the "teacher-aides", thought the field trips worthwhile, would have liked more individual counseling, thought the textbooks too easy, found their fellow students industrious and very friendly, and would strongly advise other students like themselves to attend such a program.